

ATTACHMENTS



Chapter 4: The Teacher's Role

Exploring Content in Interest Areas

	Blocks	Dramatic Play	Toys & Games	Art	Sand & Water
Literacy	<p>Have paper, markers, and tape available for children to make signs for buildings.</p> <p>Hang charts and pictures with words at children's eye level.</p>	<p>Include books and magazines in the house corner.</p> <p>Introduce print (shopping lists, receipts, message writing, etc.).</p>	<p>Talk about colors, shapes, pictures in a lotto game.</p> <p>Provide matching games for visual discrimination.</p>	<p>Invite children to dictate stories to go with their artwork.</p> <p>Share books about famous artists and their work with children.</p>	<p>Add literacy props to the sand table such as letter molds or road signs.</p> <p>Encourage children to describe how the sand and water feel.</p>
Math	<p>Suggest clean-up activities that involve sorting by shape and size.</p> <p>Use language of comparison such as taller, shorter, the same length.</p>	<p>Add telephones, menus, and other items with numbers on them.</p> <p>Participate in play, talking about prices, addresses, and times of day.</p>	<p>Provide collections for sorting, classifying, and graphing.</p> <p>Have children extend patterns with colored cubes, beads, etc.</p>	<p>Use terms of comparison (the piece of yarn is longer than your arm).</p> <p>Provide empty containers of various shapes for creating junk sculptures.</p>	<p>Provide measuring cups, spoons, containers of various sizes.</p> <p>Ask estimation questions ("How many cups will it take to fill the container?").</p>
Science	<p>Talk with children about size, weight, and balance.</p> <p>Encourage children to experiment with momentum using ramps, balls, and marbles.</p>	<p>Introduce props such as a stethoscope or binoculars.</p> <p>Model hygiene skills by washing "babies" or dishes.</p>	<p>Talk about balance and weight as children use table blocks.</p> <p>Sort, classify, and graph nature items such as rocks, leaves, twigs, and shells.</p>	<p>Describe the properties of materials as they interact (wet, dry, gooey, sticky).</p> <p>Use water and brushes for outdoor painting so children can explore evaporation.</p>	<p>Make bubble solution and provide different kinds of bubble-blowing tools.</p> <p>Put out magnifying glasses and sifters so children can examine different kinds of sand.</p>
Social Studies	<p>Include block people who represent a range of jobs and cultures.</p> <p>Display pictures of buildings in the neighborhood.</p>	<p>Include props related to different kinds of jobs.</p> <p>Add multicultural dolls and props such as cooking utensils, foods, and clothing.</p>	<p>Select puzzles and other materials that include diverse backgrounds and jobs.</p> <p>Play board games that require cooperation, following rules, and taking turns.</p>	<p>Include various shades of skin tone paint, crayons, markers, and construction paper.</p> <p>Encourage children to paint and draw what they saw on a field trip.</p>	<p>Invite children to describe roads and tunnels created in sand.</p> <p>Hang pictures of bodies of water (rivers, oceans, lakes, streams) near the water table.</p>
The Arts	<p>Encourage children to build props, such as a bridge for <i>The Three Billy Goats Gruff</i> for dramatization.</p> <p>Display artwork posters that include geometric shapes and patterns.</p>	<p>Display children's artwork or posters of artists' work in the dramatic play area decor.</p> <p>Provide props for children to dramatize different roles.</p>	<p>Include materials that have different art elements (pattern or texture matching, color games, etc.).</p> <p>Add building toys that encourage creativity such as Legos, Tinker-toys, etc.</p>	<p>Provide different media for children to explore clay, paint, collage, construction, etc.</p> <p>Invite a local artist to share his or her work.</p>	<p>Create sand sculptures; display photographs of sand sculptures created by artists.</p> <p>Use tools for drawing in wet sand.</p>
Technology	<p>Include ramps, wheels, and pulleys.</p> <p>Take pictures (using digital, instant, or regular cameras) of block structures and display in the area.</p>	<p>Include technology props such as old cameras, computers, keyboards, microphones, etc.</p> <p>Encourage children to explore how tools work—eggbeaters, can openers, etc.</p>	<p>Add toys (gears, marble mazes, etc.) that encourage children to explore how things work.</p> <p>Use a light table to explore transparent shapes.</p>	<p>Include recyclable materials for children to create an invention.</p> <p>Use technological tools for creating items such as a potter's wheel or spin art.</p>	<p>Include props with moving parts at the water table—such as waterwheels, eggbeaters, pump, etc.</p> <p>Use toy dump trucks, loaders, cranes for outdoor sand play.</p>



Reprinted with permission from Dodge, D. T., Colker, L. J., and Heroman, C. *The Creative Curriculum® for Preschool*, 4th Edition. Pages 188–189. © 2002 Teaching Strategies, Inc., Washington, DC. All rights reserved. For more information visit www.TeachingStrategies.com or call 800-637-3652.

Exploring Content in Interest Areas

Library	Discovery	Music & Movement	Cooking	Computers	Outdoors
Keep an assortment of good children's books on display. Set up a writing area with pens, markers, pencils, paper, stamps, envelopes, etc.	Keep science related books (e.g., insects, plants, seeds, etc.) on hand. Include paper and markers for recording observations.	Write words to a favorite song on a chart. Have children use instruments for the sound effects in stories.	Use pictures and words on recipe cards. Talk about words and letters on the food containers during a cooking activity.	Illustrate and write the steps in using a computer. Use a drawing or simple word processing program to make a book.	Bring colored chalk and other writing materials outside. Have children observe street signs in the neighborhood.
Add number stamps to the writing area. Include books about math concepts: size, number, comparisons, shapes, etc.	Have tools on hand for measuring and graphing. Provide boxes for sorting materials by size, color, and shape.	Play percussion games emphasizing pattern: softer, louder. Use language that describes spatial relationships—under, over, around, through.	Use a timer for cooking. Provide measuring cups and spoons.	Include software that focuses on number concepts, patterning, problem solving, shapes, etc. Use a drawing program to create patterns.	Have children look for patterns in nature. Invite children to make collections on a walk, then sort, classify, and graph the items collected.
Include books about pets, plants, bodies, water, inventions, etc. Provide a variety of objects for experimentation with floating and sinking.	Include pets and plants that children can care for. Include tools such as a magnifying glass and a microscope that children can use to observe the properties of objects.	Set out bottles with different amounts of water so children can investigate the sounds they produce. Use a tape recorder to record children's voices; play them back for children to identify.	Encourage children to taste, smell, touch, listen, and observe at each step of the cooking process. Discuss how heating and freezing changes substances.	Have children observe cause and effect by hitting a key or dragging a mouse. Allow children to observe as you connect computer components.	Take pictures of a tree the children see every day and discuss how it changes during the year. Have children feel their heartbeat after running or exercising.
Include books that reflect diversity of culture and gender. Show children how to use nonfiction books, picture dictionaries, and encyclopedias to find information.	Take nature walks and post the places where collected leaves and flowers were found. Set up a recycling area where children sort paper, glass, and plastic into bins.	Show videotapes reflecting songs and dances of many cultures and languages. Include instruments from different cultures.	Encourage parents to bring in recipes reflecting their cultures. Visit stores that sell foods of different cultures.	Encourage children to work cooperatively on software related to a study topic. Develop rules with the children for using computers and post them in the area.	Take many trips in the neighborhood and talk about what you see. Invite children to make maps of outdoor environments using chalk on concrete.
Talk about art techniques used by illustrators (e.g., torn paper collage by Leo Lionni). Include children's informational books of famous artwork.	Provide kaleidoscopes and prisms and have children draw the designs they see. Use the materials children have collected on nature walks for collages.	Provide a variety of musical instruments to explore. Add scarves, streamers, and costumes to encourage dancing.	Encourage children to be creative while preparing their snacks. Dramatize foods being cooked—a kernel of popcorn being popped; cheese melting.	Include drawing and painting software. Include software that allows children to create musical tunes.	Bring art materials outdoors for creating pictures and sculptures. Provide streamers and scarves for outdoor dance and movement activities.
Set up a listening area with books on tape. Include books about how things work.	Introduce scientific tools and see if children can figure out what they do. Provide clocks, watches, and gears that children can take apart and put together.	Add an electronic keyboard that produces different sounds. Include tape recorders, CD player, headphones, etc.	Cook a recipe in a microwave and a conventional oven and compare cooking times. Examine how different kitchen gadgets work.	Set up a computer area with open-ended software programs for children to use. Add an inexpensive camera to the computer so children can see themselves on the screen.	Point out examples of technology while on a walk in the neighborhood. Provide tools for investigating outdoors such as magnifying glasses, binoculars, periscopes.



Reprinted with permission from Dodge, D. T., Colker, L. J., and Heroman, C. *The Creative Curriculum® for Preschool*, 4th Edition. Pages 188–189. © 2002 Teaching Strategies, Inc., Washington, DC. All rights reserved. For more information visit www.TeachingStrategies.com or call 800-637-3652.



Birth to Three Years - Sequences of Developmental Growth

<i>Intellectual Development</i>			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Explores objects with mouth. • Plays with fingers, hands, toes. • Reacts to sound of voice, rattle, bell. • Turns head toward bright colors and lights. • Recognizes bottle or breast. 	<ul style="list-style-type: none"> • Cries in different ways to say he is hurt, wet, hungry, or lonely. • Makes noises to voice displeasure or satisfaction. • Recognizes and looks for familiar voices and sounds. • Learns by using senses like smell, taste, touch, sight, hearing. • Focuses eyes on small objects and reaches for them. • Looks for ball rolled out of sight. • Searches for toys hidden under a blanket, basket, or container. • Explores objects by touching, shaking, banging, and mouthing. • Babbles expressively as if talking. • Enjoys dropping objects over edge of chair or crib. • Expands vocabulary from 4,000 to 6,000 words. 	<ul style="list-style-type: none"> • Says first word. • Says da-da and ma-ma or equivalent. • "Dances" or bounces to music. • Interested in picture books. • Pays attention to conversations. • Claps hands, waves bye, if prompted. • Likes to place objects inside one another. 	<ul style="list-style-type: none"> • Enjoys simple stories, rhymes, and songs. • Uses 2-3 word sentences. • Says names of toys. • Hums or tries to sing. • Enjoys looking at books. • Points to eyes, ears, or nose when asked. • Repeats words. • Interested in learning how to use common items.

Birth to Three Years - Sequences of Developmental Growth

<i>Social and Emotional Development</i>			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Cries (with tears) to communicate pain, fear, discomfort, or loneliness. • Babbles or coos. • Loves to be touched and held close. • Responds to a shaking rattle or bell. • Returns a smile. • Responds to peak-a-boo games. 	<ul style="list-style-type: none"> • Responds to own name. • Shows fear of falling off high places such as table or stairs. • Spends a great deal of time watching and observing. • Responds differently to strangers and family members. • Imitates sounds, actions, and facial expressions made by others. • Shows distress if toy is taken away. • Squeals, laughs, babbles, smiles in response. • Likes to be tickled and touched. • Smiles at own reflection in mirror. • Raises arms as a sign to be held. • Recognizes family member names. • Responds to distress of others by showing distress or crying. • Shows mild to severe anxiety at separation from parent. 	<ul style="list-style-type: none"> • Imitates adult actions such as drinking from a cup, talking on phone. • Responds to name. • Likes to watch self in mirror. • Expresses fear or anxiety toward strangers. • Wants caregiver or parent to be in constant sight. • Offers toys or objects to others but expects them to be returned. • May become attached to a favorite toy or blanket. • Pushes away something he does not want. 	<ul style="list-style-type: none"> • Plays alongside others more than with them. • Acts shy around strangers. • Likes to imitate parents. • Easily frustrated. • Affectionate - hugs and kisses. • Insists on trying to do several tasks without help. • Enjoys simple make-believe like talking on phone, putting on hat. • Very possessive - offers toys to other children but then wants them back. • Needs considerable time to change activities. • Capable of frequent tantrums, which are often a result of his inability to express himself even though he has ideas. • Can show aggressive behavior and the intent to hurt others. • Can be extremely demanding and persistent. • Destructive to objects around him when frustrated and angry. • Possessive about caregiver's attention; show feelings of jealousy. • Has fears and nightmares. • Has sense of humor; capable of laughter. • Shows interest in dressing, brushing hair and teeth. • Cannot sit still or play with a toy for more than a few minutes.

Birth to Three Years - Sequences of Developmental Growth

<i>Physical Development</i>			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Weight: 10-18 pounds. • Length: 23-27 inches. • Sleeps about 6 hours before waking during the night. • Averages 14-17 hours of sleep daily. • Lifts head and chest when lying on stomach. • Holds both eyes in a fixed position. • Follows a moving object or person with eyes. • Grasps rattle or finger. • Wiggles and kicks with arms and legs. • Rolls over (stomach to back). • Sits with support. 	<ul style="list-style-type: none"> • Weight: 14-23 pounds. • Length: 25-30 inches. • First teeth begin to appear. • Drools, mouths and chews on objects. • Needs at least 3-4 feedings per day. • Reaches for cup or spoon when being fed. • Drinks from a cup with help. • Enjoys some finely-chopped solid foods. • Closes mouth firmly or turns head when no longer hungry. • May sleep 11-13 hours at night although this varies greatly. • Needs 2-3 naps during the day. • Develops a rhythm for feeding, eliminating, sleeping, and being awake. • True eye color is established. • Rolls from back to stomach and stomach to back. • Sits alone without support and holds head erect. • Raises up on arms and knees into crawling position; rocks back and forth, but may not move forward. • Uses finger and thumb to pick up an object. • Transfers objects from one hand to the other. • Hair growth begins to cover head. 	<ul style="list-style-type: none"> • Weight: 17-27 pounds. • Length: 27-32 inches. • Sleeps 11-13 hours at night. • Some babies will stop taking a morning nap; others will continue both morning and afternoon naps. • Begins to refuse bottle or weans self from breast during day. • Needs 3 meals a day with 2 snacks in between. • Enjoys drinking from a cup. • Begins to eat finger foods. • Continues to explore everything by mouth. • Enjoys opening and closing cabinet doors. • Crawls well. • Pulls self to a standing position. • Stands alone holding onto furniture for support. • Walks holding onto furniture or with adult help. 	<ul style="list-style-type: none"> • Weight: 22-38 pounds. • Height: 32-40 inches. • Has almost a full set of teeth. • Walks up and down stairs by holding onto railing. • Feeds self with spoon. • Experiments by touching, smelling, and tasting. • Likes to push, pull, fill, and dump. • Can turn pages of a book. • Stacks 4-6 objects. • Scribbles vigorously with crayons or markers. • Many children (but not all) will learn to use toilet. • Walks without help. • Walks backwards. • Tosses or rolls a large ball. • Stoops or squats. • Opens cabinets, drawers. • Can bend over to pick up toy without falling.
<div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> Reprinted with permission from the National Network for Child Care - NNCC. Oesterreich, L. (1995). Ages & stages - newborn to 1 year. In L. Oesterreich, B. Holt, & S. Karas, Iowa family child care handbook [Pm 1541] (pp. 192-196). Ames, IA: Iowa State University Extension. </div>			

Three to Five Years - Sequences of Developmental Growth

<i>Language and Communication Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • Shows a steady increase in vocabulary, ranging from 2,000 to 4,000 words. • Tends to over generalize meaning and make up words to fit. • Uses simple sentences of at least 3-4 words to express needs. • Pronounces words with difficulty. • May have difficulty taking turns in conversation; changes topic quickly. • Likes simple finger plays and rhymes. • Asks many who, what, where, and why questions but shows confusion in responding to some questions; especially why, how, and when. • Uses language to organize thought; overuses such words as but, because, and when. • Can retell a simple story but must redo the sequence to put an idea into the order of events. • Rarely makes appropriate use of such words as before, after, or until. 	<ul style="list-style-type: none"> • Expands vocabulary from 4,000 to 6,000 words. • Usually speaks in 5 to 6 word sentences. • Likes to sing many songs; knows many rhymes and finger plays. • Uses verbal commands to claim many things. • Likes to tell others about family and experiences. • Expresses emotions through facial gestures and reads others for body cues • Can control volumes of voice for periods of time if reminded. • Begins to read context for social clues. • Uses more advanced sentence structures ("She's nice, isn't she?") and experiments with new constructions. • Tries to communicate more than his/her vocabulary allows. • Learns new vocabulary quickly if related to own experience. • Can retell a 4 or 5 step directive or the sequence in a story. 	<ul style="list-style-type: none"> • Employs a vocabulary of 5,000 to 8,000 words. • Pronounces words with little difficulty, except for particular sounds. • Uses fuller, more complex sentences. • Takes turns in conversations. • Listens to another speaker if information is new or interesting. • Shares experiences verbally. • Likes to act out other's roles. • Remembers lines of simple poems, repeats full sentences. • Uses nonverbal gestures (facial expressions). • Can tell and retell stories with practice. • Enjoys repeating stories, poems, and songs. • Enjoys acting out plays or stories. • Shows growing speech fluency in expressing ideas. 	<ul style="list-style-type: none"> • Is curious, interested, eager, and active. • Learns through firsthand experiences...exploring, manipulation materials, asking questions, making discoveries. • Is capable of "losing self" in an activity that is of high interest. • Assimilates information more readily when learning is presented in familiar context. • Needs concrete experiences rather than abstract ideas. • Needs many opportunities to share ideas with peers and adults in order to develop oral speaking and listening skills. • Gains understanding of relationships through dramatic play, dramatization of stories, planning and constructing small group projects, and interacting in small group learning centers. • Interactions with people and materials helps develop reasoning and memory.

Three to Five Years - Sequences of Developmental Growth

<i>Social and Emotional Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • May look on from the sidelines or engage in associative play patterns (playing next to a peer, chatting, etc.) • Shows difficulty taking turns and sharing objects. • Lacks ability to solve problems well among peers; usually needs help to resolve a social situation. • Plays well with others and responds positively if there are favorable conditions in terms of materials, space, and supervision. • Acts more cooperatively than does toddler and wants to please adults • Can follow simple requests. • Likes to be treated as an older child at times but may still put objects in mouth that can be dangerous or may wander off. • Expresses intense feelings, such as fear and affection; shows delightful, silly sense of humor. 	<ul style="list-style-type: none"> • Still engages in associative play but begins true give-and-take, cooperative play. • Shows difficulty sharing but begins to understand turn taking and plays simple games in small groups. • Becomes angry easily if things don't go his/her way. • Most often prefers to play with others. • Begins to spontaneously offer things to others; wants to please friends. • Exhibits occasional outbursts of anger but is learning that negative acts bring negative reactions. • Knows increasingly what self-regulation behaviors are expected but shows difficulty following through on a task; becomes easily distracted. • Likes to dress self. • Unable to wait very long regardless of the promised outcome. • Shows greater ability to control intense feelings like fear/anger. 	<ul style="list-style-type: none"> • Enjoys dramatic play. • Cooperates well; forms small groups that may choose to exclude a peer. • Understands the power of rejecting others; verbally threatens to end friendships or select others. • Enjoys others and can behave in a warm and empathetic manner; jokes and teases to gain attention. • Shows less physical aggression; more often uses verbal insult or threatens to hit. • Can follow requests; may lie rather than admit to not following procedures or rules. • May be easily discouraged or encouraged. • Dresses and eats with minor supervision. • Reverts easily to young behaviors when group norms are less than appropriate 	<ul style="list-style-type: none"> • Searches for fairness, trust, and understanding. • Needs positive support in resolving peer conflicts. • Is somewhat self-centered and needs adult assistance in learning to share and take turns. • Respects rules when involved in their development. • Functions more effectively in small groups. • Is in the process of developing an awareness that others do not perceive situations from the same perspective. • Enjoys talking and responds to sincere listeners. • Needs opportunities to interact with peers in a variety of settings. • Accepts guidance and authority when the purpose is understood and reasonable. • Exhibits regressive behavior when over-stimulated, extremely tired, or not feeling well. • Needs success to help build a positive self-image.

Three to Five Years - Sequences of Developmental Growth

<i>Fine-Motor Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> Places large pegs into pegboards. Strings large beads. Pours liquids with some spills. Builds block towers. Easily does puzzles with whole objects represented as a piece. Fatigues easily if much hand coordination is required. Draws shapes, such as circle; begins to design objects, such as a house or figure; draws objects in some relation to each other. Holds crayons or markers with fingers instead of the fist. Undresses without assistance but needs help getting dressed; unbuttons skillfully but buttons slowly. 	<ul style="list-style-type: none"> Uses small pegs and boards. Strings small beads (or may do in a pattern). Pours sand or liquid into small containers. Builds complex block structures that extend vertically. Shows limited spatial judgment and tends to knock things over. Enjoys manipulating play objects that have fine parts. Likes to use scissors. Practices an activity many times to gain mastery. Draws combinations of simple shapes; draws persons with at least four body parts and objects that are recognizable to adults. Dresses and undresses without assistance. Brushes teeth and combs hair. Spills rarely with cup or spoon. Laces shoes/clothing but can not tie. 	<ul style="list-style-type: none"> Hits nail with hammer head. Uses scissors and screwdrivers unassisted. Uses computer keyboard. Builds three dimensional block structures. Does 10-15 piece puzzles with ease. Likes to disassemble and reassemble objects and dress and undress dolls. Has basic grasp of right and left but mixes them up at times. Copies shapes; combines more than two geometric forms in drawing and construction. Draws persons. Prints letters crudely but most are recognizable by an adult. Includes a context or scene in drawing. Prints first name. Zips coat; buttons well; ties shoes with adult coaching; dresses quickly. 	<ul style="list-style-type: none"> Has good locomotor control. Is in the process of developing small muscle control. Tires easily when movement is restricted. Has established eye, hand, and foot dominance. Enjoys participating in physical activities. Needs freedom of movement when pursuing learning activities. Needs opportunities for motoric exploration when working. Needs opportunities to develop rhythmic control of body. Needs activities that continue to refine fine muscle control. Needs experiences that develop responsibility for care and safety of body. Needs adult guidance in finding acceptable outlets for tension and emotions.

Three to Five Years - Sequences of Developmental Growth

Gross-Motor Development			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • Walks without watching feet; walks backwards. • Runs at an even pace; turns and stops well. • Climbs stairs with alternating feet, using hand rail for balance. • Jumps off low steps or objects. • Shows improved coordination; begins to move arms and legs to pump a swing or ride a trike. • Perceives height and speed of objects but may be overly bold or fearful, lacking a realistic sense of own ability. • Stands on one foot unsteadily; balances with difficulty on the low balance beam and watches feet. • Plays actively and then needs rest; fatigues suddenly and becomes cranky if overly tired. 	<ul style="list-style-type: none"> • Walks heel-to-toe; skips unevenly; runs well. • Stands on one foot for 5 seconds or more; masters the low balance beam (4 inch width) but has difficulty with 2 inch wide beam. • Walks down steps; alternating feet; judges well in placing feet on climbing structures. • Develops sufficient timing to jump rope or play games requiring quick reactions. • Begins to coordinate movements to climb on a jungle gym or jump on a small trampoline. • Shows greater perceptual judgment and awareness of own limitations and/or consequences of unsafe behaviors. • Exhibits increased endurance with long periods of high energy; still needs supervision in protecting self in certain activities. • Sometimes becomes overexcited and less self-regulated in group activities. 	<ul style="list-style-type: none"> • Walks backwards quickly. • Skips and runs with agility and speed. • Can incorporate motor skills into a game. • Walks a two inch balance beam well. • Jumps over objects. • Hops well; maintains an even gait in stepping. • Jumps down several steps. • Jumps rope. • Climbs well; coordinates movements for swimming or bike riding. • Shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules. • Displays high energy levels; rarely shows fatigue; finds inactivity difficult and seeks active games and environments. 	<ul style="list-style-type: none"> • Has good control of large muscles. • Tires easily when movement is restricted. • Enjoys participating in physical activities. • Tends to play vigorously and fatigue easily but seldom admits being tired. • Needs freedom of movement when pursuing learning activities. • Needs opportunities for motoric exploration when working. • Needs opportunities to develop rhythmic control of body. • Needs activities that continue to nurture large muscle development. • Needs experiences that develop responsibility for care and safety of body. • Needs adult guidance in finding acceptable outlets for tension and emotions.



EXPLANATION OF TERMS

Alphabetic principle: The understanding that there is a relationship between letters and sounds (e.g., the word *dog* contains three letters and three corresponding sounds or phonemes).

Adult-Initiated: The adult is a guide in each child's learning process. Underlying this approach is an understanding of how children learn best and a set of expectations that guide the adult in planning activities and experiences that are meaningful to children.

Assessment: The process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child. In early childhood, assessment serves several different purposes: to plan instruction for individuals and groups and for communicating with parents; to identify children who may be in need of specialized services of intervention; and to evaluate how well the instruction and curriculum are meeting their goals.

Authentic Assessment: The process of gathering evidence and documentation of a child's learning and growth in ways that resemble "real life" as closely as possible (e.g., observing and documenting a child's work as the child plays in the block area). To measure growth and progress, a child's work is compared to their previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year. Authentic work represents the child's application, not mere acquisition, of knowledge and skills. Authentic assessment also engages the child in the activity and reflects best instructional activities.

Child-Initiated: The child takes an active role in learning through active explorations of the environment, by sharing knowledge, and by interacting with adults and other children (e.g., the child brings in a butterfly found at home and wants to share it with the others).

Comprehension: Understanding. Listening comprehension refers to spoken language, reading comprehension refers to written language.

Curriculum: Virtually everything that happens in a child's life involves learning, whether explicitly identified as such or not. All activities and processes through which children learn and what adults do to help children achieve this learning including center work, field trips, organized play, sports, and even routine meals are integral parts of any early childhood curriculum. A developmentally appropriate curriculum is based upon three areas: (1) what is known about child development and learning; (2) what is known about the strengths, interests, and needs of each individual child in the group; and (3) a knowledge of the social and cultural contexts in which each child lives. Curriculum should always be planned based on the best knowledge of theory, research, and practice about how children learn and develop, with attention given to individual needs and interests in a group in relation to program goals.

Decode: The ability to translate the alphabet letters into recognizable sounds (e.g., the letter *f* makes the /f/ sound) and words. NOTE: /r/ - This symbol refers to the letter sound, not the letter name.

Expressive language: Children's accurate and fluent use and knowledge of words in the spoken language.

Fine Motor: Refers to the control of the hand muscles with careful perceptual judgment involving eye-hand coordination. Sometimes referred to as small muscle control.

Fluency: The ability to identify letters and words automatically and with speed.

Gross Motor: Refers to the functional use of the limbs (arms and legs) for such activities as jumping, hopping, skipping, running, and climbing. Sometimes referred to as large muscle control.

Hands-On: Children are doing striving to make sense of their experiences, to relate new information to what they already know, and to acquire understanding. Children's natural tendency to explore and figure things out is active, not passive. Children learn by doing, not simply by listening or looking.

Informal Assessment: A non-standardized measurement by which the adult gauges what a child is able to do in various content areas. Informal assessment helps the adult tailor instruction and curriculum to meet each child's needs and interests.

Inquiry: Active investigation, experimentation, and discovery. Because children are naturally curious, inquiry is a natural part of their lives.

Instruction: Is the process for delivering the curricular goals of the program. This process involves strategies, activities, arrangement of the environment, and relationships with families. Instructional strategies will vary based on each child's needs and interests and each child's cultural and social context.

Letter Knowledge: The ability to identify the letters of the alphabet.

Phoneme: The smallest part of spoken language that makes a difference in the meaning of words. English has about 41 phonemes. Most words have more than one sound or phoneme (e.g., big has three phonemes /b/ /i/ /g/). Sometimes one phoneme is represented by more than one letter (e.g., ck = /k/).

Phonemic awareness is a subcategory of phonological awareness (see below). The focus of phonemic awareness is narrow—identifying and manipulating the individual sounds in words.

Phonological Awareness: The whole spectrum from an awareness of speech sounds: identifying and making oral rhymes; identifying and working with syllables in words; identifying and working with the beginning sound (onset) of a word and the part of the word following the beginning sound (rime); and identifying and working with individual phonemes in words (phonemic awareness).

Phonics: The relation between letters and sounds in written words or an instructional method that teaches children these connections.

Play: In a child's world, play is a child's prime educator. Play enhances the physical, social, emotional, and intellectual development of the young child. A child needs opportunities for play that are active and quiet, spontaneous and planned, indoors and outdoors, and done alone and with peers. When reviewed as a learning process, play becomes a vehicle for intellectual growth. Play involves not only materials and equipment, but also words and ideas that promote literacy and develop thinking skills. Play promotes problem solving, critical thinking, concept formation, creativity, and social/emotional development.

Primary Language: The first language a child learns to speak, also known as their *home language*. For some children, this may be a language other than English.

Problem Solving: The process of forming and revising explanations based on experience is the way that children learn. Open-ended questions or questions for which the child must come up with an answer (e.g., What do you think might happen next?) and investigative situations encourage children to discover on their own and to solve problems with minimal adult assistance.

Receptive Language: Children's listening vocabulary and knowledge of spoken words.

Scaffolded Instruction: Instruction in which adults build upon what children already know and provide support that allows children to perform more complex tasks.

Standardized Assessment: An assessment (test) with validity and reliability from which scores are interpreted against a set of norms, such as state, national, or international norms. Group-administered, standardized, multiple-choice achievement tests are not appropriate before third grade. (NAEYC, 1999)

Teachable Moments: Moments when specific topics spontaneously arise. The topic may emerge through discussion and call for a "lesson in a lesson".

Vocabulary: The words of which one has listening and speaking knowledge.

